

This proposal advances the establishment of a program which will provide labour education to the native population of Alberta. It is expected that the successful development of this project will serve as a model for projects in other regions of Canada.

The first part includes the background and rationale for such a program, the second part outlines the proposed scope of objectives, activities and principles. The third part summarizes the financial aspects of the program.

A budget follows. A detailed analysis of costs, analysis of sources of contributions and a brief analysis of funding requirements, existing programs for natives and other relevant material.

The proposal is submitted to Grant MacEwan Community College after extensive consultation with various persons who attended meetings leading up to the development of this proposal.

**GRANT MACEWAN**

**COMMUNITY COLLEGE**

**CONTINUING EDUCATION**

**DIVISION**

**PREPARED BY**

**LORNE YACUK**

**JUNE, 1978**

## INTRODUCTION

The present paper describes the results of a study of the effects of the use of different types of organic manures on the growth of the crop of 1959. The experiment was conducted at the Central Research Institute for Agriculture and Animal Husbandry, Deemed University, Bangalore.

The objective of the study was to determine the effect of different types of organic manures on the growth of the crop of 1959. The experiment was conducted at the Central Research Institute for Agriculture and Animal Husbandry, Deemed University, Bangalore.

The results of the study indicate that the use of different types of organic manures has a significant effect on the growth of the crop of 1959. The results also show that the use of different types of organic manures has a significant effect on the growth of the crop of 1959.

RESULTS AND DISCUSSION

RESULTS AND DISCUSSION

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V.E.I.  
C.P.O.  
Mortons Apparatus  
Turbine Generator

RESULTS AND DISCUSSION

## INTRODUCTION

This proposal advocates the establishment of a program which will provide labour education to the native communities of Alberta. It is expected that the successful development of the project will serve as a model for projects in other regions of Canada.

The first part includes the background and rationale for such a program. The next part outlines the program in terms of objectives, administration, content and principles. The third part summarizes the characteristics of the program. A budget follows indicating start up costs. Finally a number of attachments are included showing samples of content development, existing programs for natives and other relevant material.

The proposal is submitted by Grant MacEwan Community College after extended consultation with relevant parties. Persons who attended meetings and contributed to the development of this proposal are as follows:

Muriel Venne	Native Outreach
Blair Firstrider	Native Outreach
Gene Mitchell	A.F.L.
Winston Gereluk	A.F.L.
Alf Walker	C.L.C.
Bob Boyden	Northern Alberta Building Trades Council
Hy Sheinin	Grant MacEwan Community College
Russ Pacey	Grant MacEwan Community College
Lorne Yacuk	Grant MacEwan Community College
A.R. Gibbons	Labour Canada
Bert McGrath	Labour Canada
J.D. Holden	Labour Canada

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## BACKGROUND

In past, native communities have had very limited contact with labour unions. With little construction or industrialization there was no need felt for contact. However, recently this circumstance has changed considerably. The rapid development of the province, has been accompanied by greater contact between native people and unions. Most natives, through misinformation or lack of any information at all, have developed a negative attitude towards unions. "Union" is a bad word. Unions are viewed as barriers to employment.

Native Outreach has conducted numerous Community Employment Seminars across Alberta. In these seminars local native representatives have expressed their concerns about the role of natives in trade unions.

The unions have made a commitment to assist natives, however the critical problem has been the growing negative attitude held by natives, the distrust and suspicion. The gap between native communities and unions remains large. Measures to improve this situation are required immediately.

Native Outreach supports the proposal of an educational program to relieve the situation. It is vital that a program be designed and tested which will effectively provide accurate information about the labour movement.

It is expected that such a program of hard practical information will go far in changing negative attitudes.

Native Outreach has noted two areas requiring immediate attention. The rapid industrialization of the Bonneyville - Cold Lake area has caused considerable strain and resentment. The area contains eight bands and metis settlements. Surveys indicate a potential native workforce of over three thousand in this region alone. The demands of this rapid development place a heavy need for labour education for natives.

The other condition which concerns Native Outreach is reflected in the Lethbridge area where there has been a history of noninvolvement of natives in the trade unions. This situation is particularly pressing with the growth of native industry. Important objectives that a labour education program can achieve in this area are to heighten awareness and deal with issues surrounding unions on reservations.

Native Outreach in its own activities and in its consultation with other native organizations in Alberta sees a pressing need for a program that would provide labour education to natives. As a party to the accompanying proposal we support the establishment of a program in the two locations mentioned and see this as the first step in developing a provincial wide labour education program for natives.



Purpose - The objective of this proposal is to provide a flexible program of education to natives in order to develop their knowledge of and skills in the trade union movement. The program will:

- a) open up and provide labour education for natives;
- b) establish a program by which natives can be fully knowledgeable about unions and how they operate;
- c) encourage natives to work within the existing union framework and;
- d) acquaint natives with the role and function of unions as they affect the native community.

The program will focus on trade union education and will also contain a general education component to develop the participant's social and civic perceptions. This proposal does not involve vocational training or direct job skills upgrading.

The project will develop a flexible teaching mode which will be tested in two selected areas in Alberta (chosen for their dissimilar circumstance). The results will serve as a model for continuing labour education for natives with the aim of providing a self-sustaining program for all natives (status, non-status and metis) in Alberta.

Structure - The overall direction of the program will be set by a Steering Committee representing the labour movement, the native community and post-secondary institutes. The composition of the Steering Committee will be:

- a) two representatives from the AFL and CLC
- b) two representatives from Native Outreach
- c) two representatives from GMCC

While general policy and principles will be established by this Committee, day-to-day operations will be carried out by a co-ordinator whose appointment shall be approved by the Committee. The original Steering Committee may be expanded to a more broadly based Planning and Policy Committee representing all relevant interests.

Content - Offerings in labour education must provide the following areas. (Details will be developed by the modular system explained later).



- 1) History and Background of the Labour Movement
- 2) The Relationship Between the Native Community and Unions.
- 3) Labour Organizations and Structure
- 4) Stewardship
- 5) The Role and Functions of Union Officers
- 6) Collective Bargaining
- 7) Legislation and Regulations Affecting the Worker

Also of importance will be the following general components.

- 8) Human Relations and Communication
- 9) Canadian economics
- 10) Canadian politics
- 11) Compensation, Health and Safety
- 12) The Role of Women in the Labour Movement.

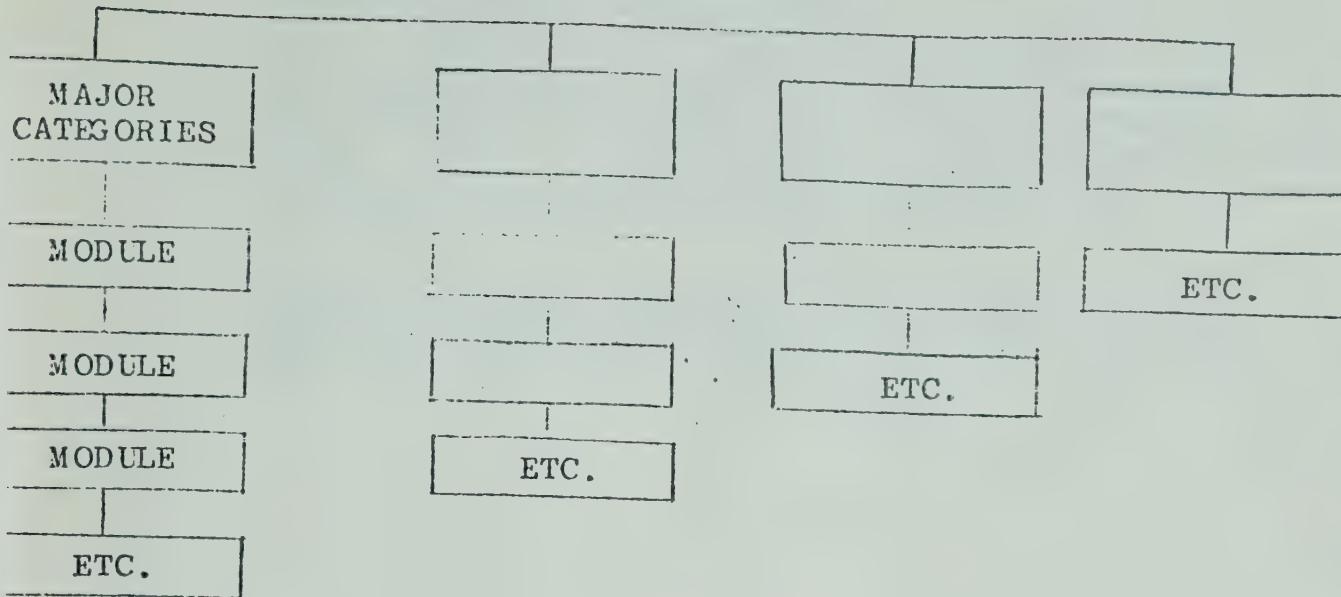
Guidelines of Delivery - The coordination of development and delivery of the program will be the responsibility of the Steering Committee. However the following guidelines will govern development.

- 1) Any offering must have direct application
- 2) Any offering will be community based, that is available to participants in their own communities.
- 3) Every instructor will be a union member. Whenever possible the instructor will be a native. An aim will be to develop more educators who are native union members.
- 4) An important aim will be to develop instructional material in a form appropriate to the native community.
- 5) Under the direction of the Steering Committee on going communication and consultation will be maintained with relevant persons and organizations including chiefs, band councils, labour councils and federations, locals, and such.

MODULAR DEVELOPMENT - An effective means of focusing the efforts of the Steering Committee is through the use of modular development. That is, all project items are identified in discrete modules, each of which can form the basis of a complete lesson. Alternative teaching methods can be used for each module to provide flexibility of delivery. Each module, in turn, can be classified under a broader heading until the whole range of subjects has been covered.

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## PROGRAM



There are several advantages to this method. Each module represents a manageable unit of instruction. The most effective teaching methods can be identified for each module. There is flexibility in the method and sequence of delivery. The structure offers a systematic means to check completeness of the overall program and helps eliminate overlaps. The method also permits development into fine detailed stages. Instructors are interchangeable, each knowing what the student has already received. Overall this modular structure aids in focusing the development of the project. For greater clarity two samples are attached. Also further details about delivering of the program are presented in a synopsis.

Initiation -The beginning date is June 21, 1978. The early work will focus on communicating with relevant persons and potential participants to determine their concerns. In July a three-day workshop on stewardship will be held in both locations. These workshops are intended as a trial measure to discover any unforeseen difficulties. Emphasis will be placed on participant feedback in order to acquire sound data for course design.

Following the consultations and workshops, work will commence on the development of courses. Twelve courses as described in a previous section will be designed. A Minimum Delivery Plan involves the selection of eight courses to be presented at the locations (four at each location) beginning in January, 1979. The final phase will include the evaluation of courses, modifications where necessary and planning to implement a full self-sustaining program.



Summary - The objective of this proposal is to develop a program for natives which will increase their knowledge and skills relative to the trade union movement. The program will be planned and directed by a joint committee involving representatives of the native community, the labour movement and post-secondary educational institutes. Content areas have been established and will require detailed development using the modular system.

The overall aim is to establish an effective self-sustaining labour education program which will be available to all natives in Alberta and which can serve as a model for similar programs throughout Canada.



## SUMMARY OF PROGRAM CHARACTERISTICS

1. Location: Bonneyville - Cold Lake Region  
Lethbridge and surrounding area
2. Potential native labour force: 6,000 +
3. Expected enrollment: initial phase 240  
(continuing 360 per year)
4. Courses: initial phase, 4 at each location  
(continuing, 12 at required locations)
5. Course length: 30-45 hours
6. Instructors: to be selected; must be union members  
or had experience in union organizations,  
preference to native union members,  
teaching experience an asset.
7. Total student hours: initial 7,200 - 10,800  
(continuing 10,800 - 16,200)



LABOUR EDUCATION FOR NATIVES

BUDGET

(items noted by \* are expanded in following notes)

**DEVELOPMENT**

1. Coordination *	12,000
2. Fees and Commissions *	6,000
3. Resource Material	4,200
4. Instructor training *	2,000
5. Clerical (part-time)	2,000
6. Stationary, supplies	400
7. Meetings	300
8. Telephone	350
9. Postage	<u>300</u>
	27,550

**DELIVERY**

10. Rental of Facilities	1,000
11. Travel	4,300
12. Advertising, Promotion	500
13. Insructors Salary *	<u>4,800</u>
	10,600

TOTAL COSTS	\$38,150
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## BUDGET NOTES

### DEVELOPMENT

#### 1. Coordination

- includes consultation, research, planning, meetings, preparation of material.

#### 2. Fees and Commissions

- includes contracting experts in course design, media delivery, and cultural concerns. Estimated 300 hours at \$20.00 per hour.

#### 3. Resource Material

- includes purchase of existing material, production of module material, production of teaching aids.

#### 4. Instructor Training

- includes design of workshops to train natives in teaching skills.

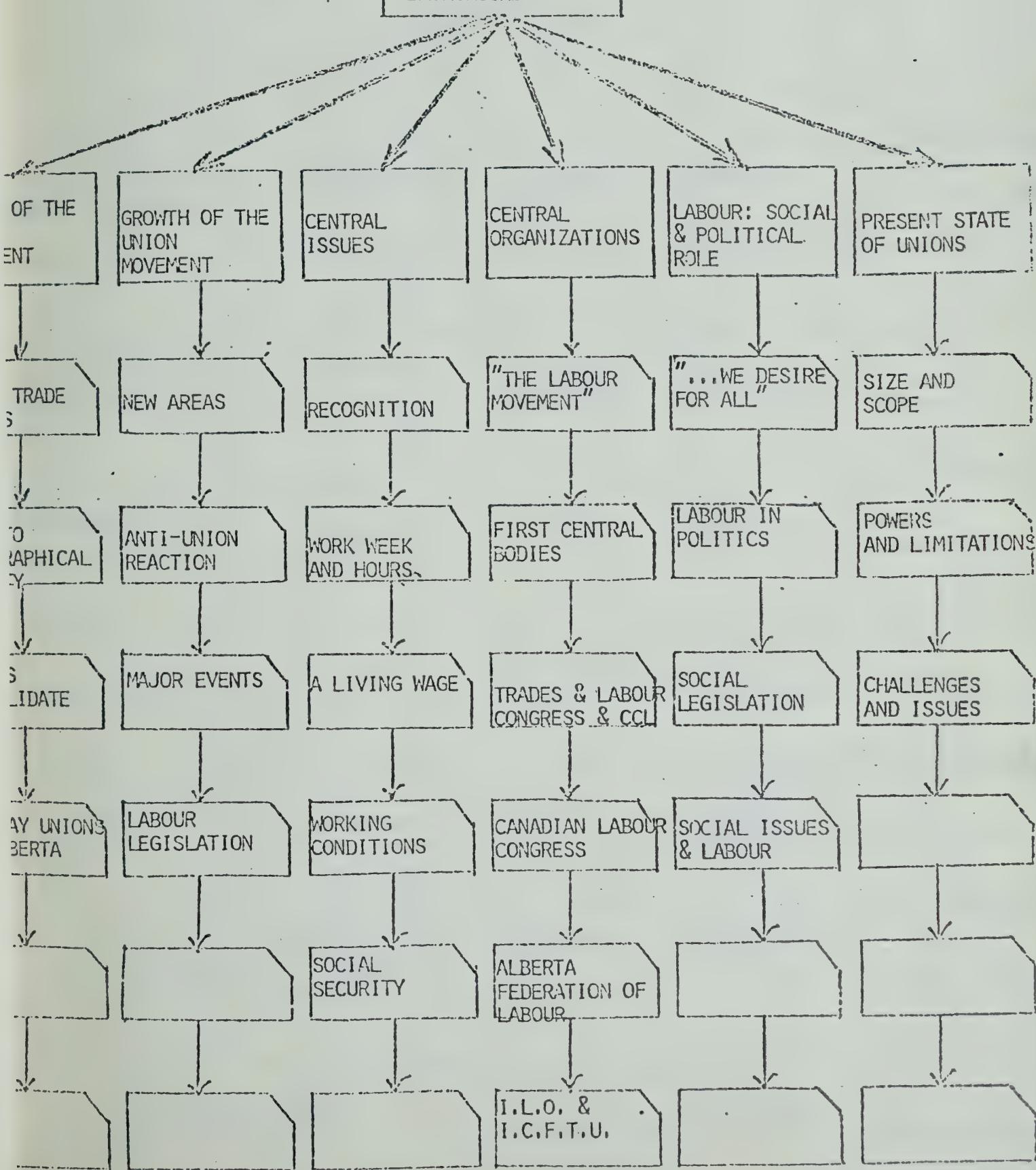
#### 5. Instructors' Salary

- includes delivery of 4 courses at 2 locations; 30 hours per course; \$20 per hour. These fees anticipate cooperation from the AFL/CLC in providing resource persons for workshop pilots.

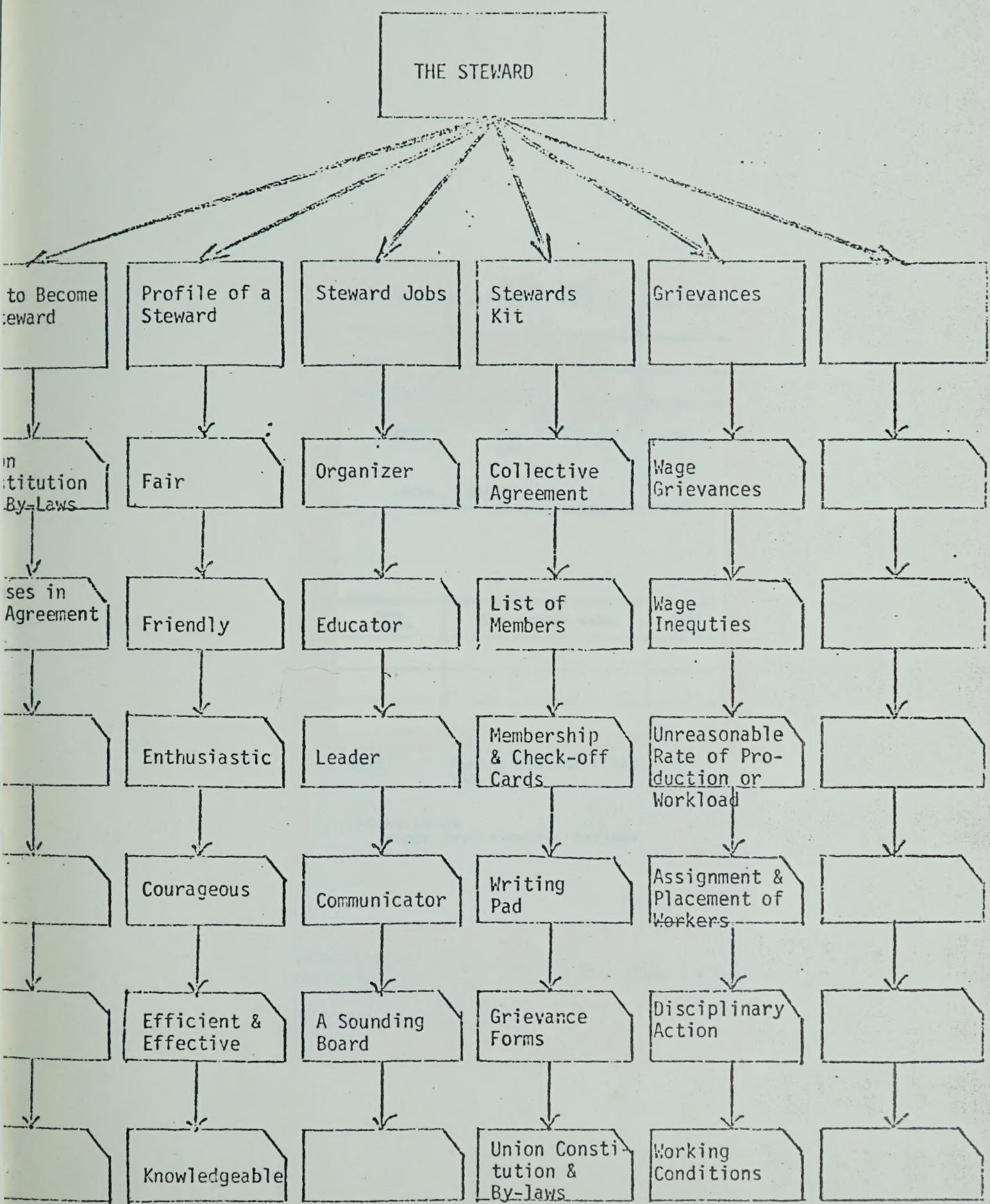


OBJECTIVE: TO PROVIDE AN UNDERSTANDING OF THE HISTORY OF THE LABOUR MOVEMENT IN THE NATIONAL AND PROVINCIAL CONTEXT THAT WILL PROVIDE, AT THE SAME TIME AN APPRECIATION OF THE CIRCUMSTANCES AND ISSUES THAT PROVIDED THE IMPETUS FOR LABOUR ORGANIZATION.

### UNION: HISTORY & BACKGROUND









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